## CHAPTER II

## REVIEW OF RELATED LITERATURE

This chapter deals with the discussion of several related topics that will underlie the implementation of this research. The discussion mostly focuses on several headings: (1) Reading, (2) Developing material, (3) Narrative text, (4) CALL, and (5) autorun-longtion

### 2.1 Reading

Reading as one of the language skills presented in teaching learning activity takes important role in both receptive and productive language skills. It can broaden and enlarge the students' knowledge, because most of communicated in written form. Here are the deep explanations of reading.

### 2.1.1 Definition of Reading

Reading is an active process in which people attempt to extract idea, concept, or image from the pattern words set forth on the printed page. Moreover reading can introduce students' new vocabularies (words, clauses, and sentences) structure and grammar which are necessary in developing other skills such as listening, speaking and writing. Specifically, reading brings students to get comprehension, which will lead them to understand and respond to what they read. From those definition, reading can be regarded as a complex process, means to get information from the printed page, it is receiving ideas and impression from author via printed page. It can be said that reading is interpreting sign, letters, or symbols by taking meaning. In other words, reading is interpreting graphic symbols, which involves an interaction between the writer and the reader through text. In a very short and proper definition, reading is interaction between a reader and the text.

## 2.1.2 Reading Comprehension

Reading comprehension is an important skill. As we know, reading comprehension is more than a single skill. It involves the coordination of range of abilities and strategies. Harmer (2007:99) states that reading comprehension is useful for language acquisition. Reading definitely will improve people's knowledge because the more they read, the more they get knowledge. Reading also has a positive effect on the students' vocabulary knowledge, on their spelling or their writing. To comprehend a text, students have to be focused on what they read because reading is not only reading but also comprehending the text systematically. He also states that reading is incredibly active occupation. To do it successfully, the readers have to understand what words mean, see the pictures, words are painting, understand the arguments and work out if the readers agree with them. This statements show that without understanding the word; students cannot know what the meaning of the text is.

Reading comprehension is a complex process, it does not happen automatically. First of all, the reader must be able to decode the words. McNamara (2007) said that readers can decode the words, but have not developed sufficient skills to comprehend the underlying deeper meaning of the sentences, the paragraphs, and the entire text. To help the reader decode each word, it is necessary to read the reading materials loudly. To understand written text, the readers engage in constructive process to make the text meaningful. Without reading and comprehending the text, the reader will not understand what the text is talking about so that both of those things are very important. Thus, if a person is not taught to read, in one way that person will not learn to read.

## 2.2   Developing Material

### 2.2.1 Need Analysis

Need analysis is the process of identifying and evaluating the learner needs in order to know what are the learner requirement. Ali R. Fatihi (2003) argue that need analysis is a process to identify and draw a valid curriculum, related materials and management target to provide learning facilities in environment which is very interested and related with the real situations of learners' life. Need analysis is a process to determine the students need or groups of students who need language and arranging the needs according to priority, It's another definition given by Ricards, J. Platt and Platt H. (1992. Pp.389). In analyzing the need, information is needed both subjective and objective, including; data from questionnaire, test, interviews and observation. Besides, it also necessary to obtain the information involved the situation in which the language will be used, with whom the language will be used, and the level of proficiency required.

In this study, the researcher uses a reference from Hutchinson and waters (1987:53) they state that was two types of needs which should be noticed. The first is target need, where the researcher must identify and analyze what is the learners need in target situation. The second is learning need, that is analyzed what are the students needed to support their learning activities.

### 2.2.2 Target Need

Hutchinson and Waters (1987: 55) defines the target needs as an analysis which should be investigated in order to find out what are the learners need to do in target situation. There are three cases that should be attention at the target situation:

a. **Necessities**

This is a type of need established by requires of target situation. It includes what the learner has to know in order to function effectively in that situation.

b. **Lacks**

This is a type of need identify what are the learner already to knows and not yet. So the teacher can consider what necessities are missing. Lack also can be defined as the ability or competencies that are not passed by student to get best result in target situation.

c. **Wants**

This type is about what are the student's wants in learning target language. It also well known as subjective need analysis because these needs are very personal and based on the learners perceived needs.

### 2.2.3 Learning Need

Learning need are very important things to do in order to find out what are needed by the learners to help them, increasing their motivation, as well as their attention when teaching and learning occurs (Hutchinson and waters 1987:60-62). There are several question which needed to be considered when analyzing learner needs, including; Who are the learners?, How do the learners learn?, What resources are available?, What an interesting one when the learners taking the course? And so forth.

### 2.3 Narrative Text

### 2.3.1 Definition of Narrative Text

Learning text types in senior high school is featuring the languages which are dominantly used to compose the narrative text. This language features are commonly relating to grammar and structure. Recently, studying grammar and structure cannot separate with the

contexts. Narrative is telling a story. Its social function is to entertain or amuse the readers. The generic structure of narrative text is orientation, complication, and resolution. Orientation introduces main characters, setting, and time. Complication tells the problem happens among the characters. And resolution contains the problem resolved. It also has significant lexicogrammatical features that are using adverbs, such as; long time ago, once upon a time, etc. And it uses past form.

Thus, the purpose of narration is to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. It means that is writing a narrative paragraph, the writer writes the action or the events that happened in chronological order which has a definite beginning and definite ending.

Narrative text, since it told a story, is dominantly constructed in past tenses. It is logic because every story happened in the past time, happened before it is talking as a story. The past tenses can be simple past, past continuous tense, and past perfect tense. These three tenses of the past will dominate talking in a narrative text.

Narration is a telling a story. Then to be interesting, a good story must have interesting content. It should tell about an event our audience would find engaging. We might even think of our narrative a movie in which readers see people in action and hear them speak. Therefore, it should be detailed and clear, with event engaged in order in which they happened or in some other effective way. In writing a narration, the text should achieve the following goals:

1) It is unified, with all the action developing a central idea.
2) It is interesting: it draws the readers into the action and makes them feel as if they're observing and listening to the events.

3) It introduces the four "W" of a setting—who, what, where, and when—within the context of the action.

4) It is coherent: transition indicates changes in time, location and characters.

5) It begins at the beginning and ends at the end. That is, the narrative follows a chronological order—with events happening in a time sequence.

6) It builds toward a climax. This is the moment of most tension or surprise-a time when the ending is revealed or importance of events become clear.

### 2.3.2 General Structure of Narrative Text

Derewianka states that the steps for constructing a narrative are:

1) Orientation

This is beginning of the story in which the writer tells the audience about who the characters in the story are, where the story is taking place and when the action happens.

2) Complication

The story is pushed along by a series of event, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters. Narrative mirror the complication we face in life and tend to reassure us that they are resolvable.

3) Resolution

In a satisfying narrative, a resolution of complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this of course possible in certain types of narrative, which leave us wondering how the end is).

In short, as stated in paragraph above, the generic structure of narrative text are orientation, complication, and resolution.

### 2.3.3 Language Feature of Narrative Text

Anderson states that the language feature usually found in narrative text are:

1) Specific characters. It means focusing on specific and usually individualized participants.

2) Time words that connect to tell when they occur. Use of temporal Conjunctions and temporal Circumstances can be choice too.

3) Verbs to show the actions that occur in the story. It can be inferred that the tense used is past tense.

4) Descriptive words to portray the characters and setting. It is commonplace considering the definition of narrative is telling story, so description of characters and setting is important.

Meanwhile, Derewianka, states several common grammatical patterns. They are: specific, often individual participants with defined identities; major participants are human or sometimes animal with human characteristics; use of action verbs referring to events; use of past tense to locate events in relation to speakers' or writers' time; use of conjunctions and time connectives to sequence of events; use of adverbs and adverbial phrases to indicate place and time; use of adjective to describe nouns.

Those features of narrative text affect for reader, that is they appear to induce visualization in the reader as part of the reading process.

## 2.4  CALL

Computer-Assisted Language Learning (CALL) is fast gaining recognition in the learning and teaching of a foreign language. Educational institutions have begun to expend great effort in trying to install computer facilities for classroom usage in order to enhance language learning. Hence, there has been a significant amount of research that explores the role of computers in the learning and teaching process. It was defined by Chapelle, C. A. (2001)

### 2.4.1  Definition of CALL

Without doubt digital media is impacting how English as foreign languages are taught/ learned today. "It can now be argued that computer-assisted language learning has come of age, and that we are now entering a fully integrated and naturalized phase of CALL."(Reinders, & Thomas, 2012). A number of research studies found that students using CALL performed better than students not using CALL (Grgurovic, Chapelle, & Shelley, 2013). The use of technology has the possibility to enrich the English teaching and learning by keeping the quality of instruction with a minimum amount of teacher-student contact and not affecting negatively the learning objectives (Hoopingarner, 2009). Bush's (2008) research concluded that computers facilitate English language learning for the students because computers can be used by the students when they need them and when the time is right. New technologies in education are prompting deep changes in teaching, which are surpassing the traditional lecture and group work and changing them into learning environments with games and activities. According to Warschauerto (2010), one important benefit of using technology in English language is the fostering of self-technology-based learning due to its daily accessibility, which gives participants the opportunity to use English language more often. Lin's (2010) research concluded that students favored a computer-supported learning

environment when they are learning English language. Incorporating technology to learn a target language is very important in today's multicultural and multilingual global society (Godwin-Jones, 2013).

### 2.4.2   The Kinds of Application in CALL

There is some application of CALL media, which is suitable with teaching and learning process. Especially for reading fun, there are *Ulead, Movie Maker, Hot Potatoes, Adobe Audition, and Longtion Autorun*. Movie maker and Ulead is the same program. Those applications are used to edit photo or video becomes a new project video. Hot potatoes are application that usually used in learning English. There is several learning option in Hot Potatoes, such as J-Match for matching exercise, J-Cross for crossword, J-Cloze is for gap exercise, J-Quize for multiple choice or essay and the last J-Mix is for arranging words to be sentence or sentences to be a paragraph. Adobe audition is application that uses to edit audio, for example music to mp3, and the recording of people voice. Longtion Autorun is also the application that usually used in teaching and learning process. We can combine more than one application in longtion Autorun so the learning media become more interesting. That was the reason the researcher use longtion autorun application in developing narrative text, because it is a complex and multifunction learning media.

### 2.5   Longtion Autorun Application

In this study, the researcher use longtion Autorun application to develop reading narrative text material. Here below the reader can find the explanation.

### 2.5.1 Definition of longtion Autorun

Autorun pro is a powerful visual tool to create professional autorun (autoplay) interfaces and presentation for cd/dvd. It Is the easiest way to create, edit professional autorun (autoplay) interface and generate autorun files for cd/dvd, just click, point, place and test (run). So all is visual, fast, simple. Autorun pro is easy to learn, with demos and wizard you can get started in just minutes! And you don't have to be a programmer, but with autorun pro enterprise you'll feel like one. even though it is very easy to learn and use, it has everything you need to develop professional software application! So every teacher can be easy to develop media for teaching English language according to the statement of the researcher think that the longtion autorun program will be a program or media for supporting reading narrative text which interesting and fun for the student because the ways of operating the program is simple and easy.

Longtion autorun  have some objects: panel,  tab notebook, **tab** sheet,  group box, scroll box, splitter,  button,  Image button,  label,  text,  image,  bevel,  fade button,  fade label, fade  text, shape, balloon, note, slide show, memo, rich  text, web browser, media player, flash player, pdf reader.

### 2.5.2 The Procedure of Making Product using Longtion Autorun

To make longtion autorun application for reading material, we can mix this application with another application. Steps to make an interesting reading narrative text using longtion autorun applicaton. First, install this application on your pc. Then after the application installed, you can see the next step for using longtion autorun application;

1. Make a new project. Begin by choose a folder to save your project when it is done. Because you will see two choices: select folder or create new folder. The function of

select folder is looking for a folder which have been prepared before and for create new folder, you will make a new folder for the first time or never make project before.

*1.The figure of new project*
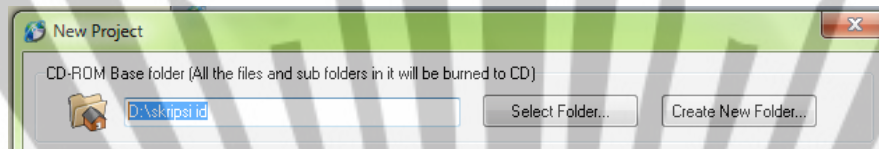


2.  Choose anything page you want to put on your project for example:

    Main page, splash screen, screen background, agreement form, security form and exit form. In every page they have some templates so you must choose template what you wont in every pages. After that you click ok if you have done to choose the templates and pages.

*2.figure the kind of pages*
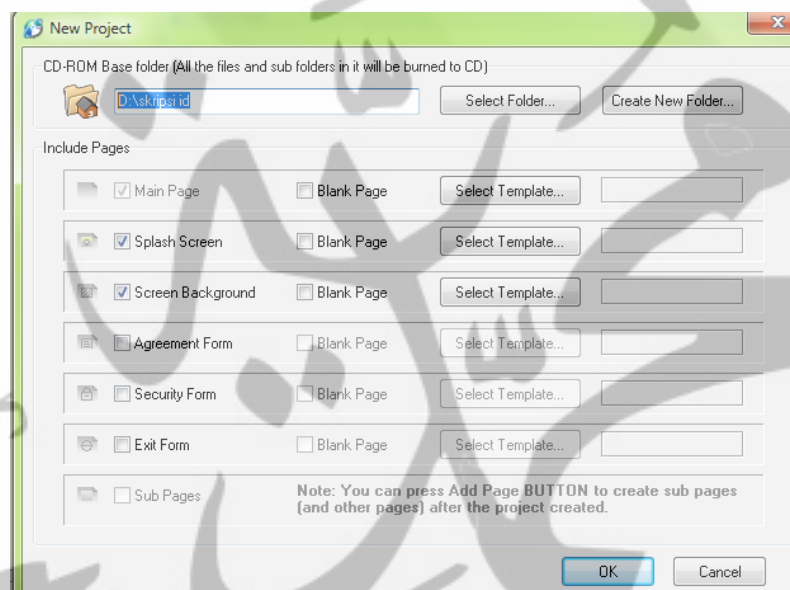


3.  See some template if you choose template in every pages. In some template, you choose a template after that you click preview to see the provisional template. If you sure the template is appropriate with your background screen, you can click ok.

### *3. The figure of templates*
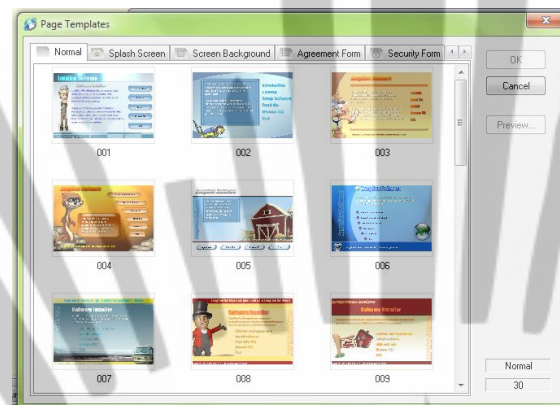


4. See your new project to design the pages with your own creation. In the new project, you will see some choosing object such as page name, caption, back image, color, shadow, etc. some choosing can be edited by you which is based on what you like.

### *4. The figure of worksheet in longtion autorun*
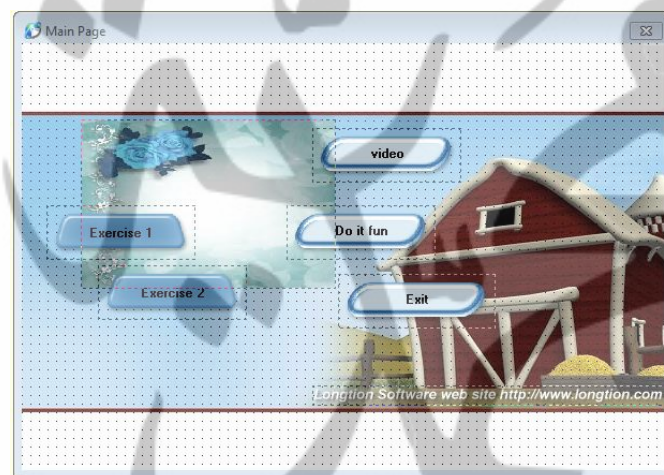


5. Add another page here if it is needed in a new project and add the new page we can choose what type of page what we want to add. In page type, you will some pages such as sub page, splash screen, full screen background, agreement form, security form, exit form so you can choose one of them what you want.

*5. The figure of adding new pages*
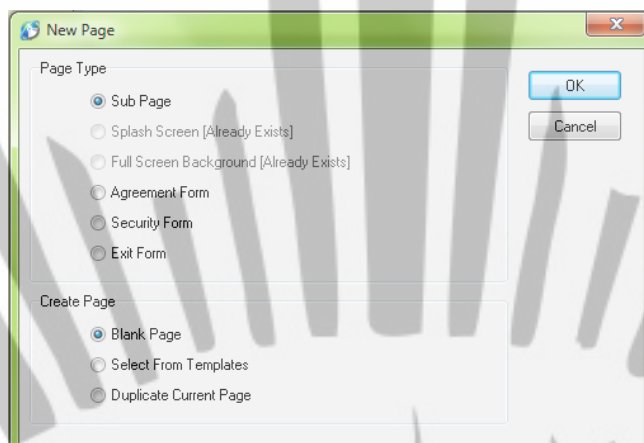


6. And the last one it can directly burn your autorun cd or create iso cd image files without any need for external cd burning software which is for media in English reading material. You can put audio, picture, or video which is appropriate to the reading narrative text. You can also link this application with another application to make this material. The example, you may link longtion autorun with hotpotatoes, flash, html/firefox and office. After the project is already done you can start to use this application on your teaching and learning English process.

## 2.6   Previous Study

In making this thesis proposal, the writer was considering some previous research to support the writer's thesis proposal those are: First previous study,  using longtion autorun application to developing vocabulary test. It is conducted by M Faisol Azhar (2015) entitled developing vocabulary test by using longtion autorun for the fifth grade students at SDN Sidorukun Gresik. Based on her thesis, most of the students argue that longtion autorun is a fun media because they would not be bored and it can improve their motivation in English test. The second previous study, it's about developing material in listening skill. it is

conducted by Windu Apriliana (2014) by title developing interactive listening material using longtion autorun application for ten grade at SMA Muhammadiyah 8 Morowudi. In this study was designed to be developing material. The result of this study shows that this product is quite easy in operating. Student also interesting with the design of the program and the students score significantly increased after using this media. And the last previous study is close similar with the second previous study but it is different from the skill that was use ,in this study was about developing reading material using call. It is conducted by Fariz Zulfahmi (2015) under the title Developing reading material using CALL for fifth grade students of elementary school at SD Muhammadiyah 2 Gresik. Her thesis point out that the product of the study had successfully and students get excited and interesting with the product, in term of appearance, content and unique. The students also did not get stuck in operating the product. In addition most of them were happy and interesting when tried the media. That would be new thing for them in learning English.

Even though those previous studies were quite similar in developing the media, but they are different in the object study of developing. The researcher describe developing material in teaching reading using CALL and this researcher tries to find a different way in introducing new reading material by using different media. This material is to teach reading material in tenth grade of senior high school.